

TEACHERS' MANUAL

YOUR HOME and YOU

by

Carlotta C. Greer

and

Ellen P. Gibbs

CURRICULUM

TX
145
G818
1942
tch. man.
C. 2

ALLYN AND BACON, INC.

CURR HIST

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



TEACHERS' MANUAL

YOUR HOME and YOU

by

Carlotta C. Greer

and

Ellen P. Gibbs

1962

ALLYN AND BACON, INC.

BOSTON

ROCKLEIGH, N.J.

CHICAGO

ATLANTA

DALLAS

BELMONT, CALIF.

LIBRARY OF THE UNIVERSITY
OF ALBERTA

PRINTED IN THE UNITED STATES OF AMERICA

TO THE TEACHER

An Adaptable Textbook. *Your Home and You* is written so that its contents may be adapted to many types of teaching situations. It has been planned as a basic textbook for classes in home and family living. The time required to cover the topics given in the text will vary with the length of class periods and the number of class meetings each week.

Panel discussions, role playing, dramatic skits, and similar techniques are employed in the learning experiences suggested in this book. The presentation of situations with which they are familiar helps teen-agers to solve their own problems.

Throughout the text, satisfying family life and the interdependence of family members are stressed. The need for sharing family responsibilities and adapting to emergencies is presented as a challenge to teen-agers.

Personal Growth. The teen-age years are restless, uncertain, and filled with alternating moods of elation and depression. Young people seek independence from parental control; they depend upon others of their own age group for approval and acceptance. Frank discussion of personal problems may help because it releases tensions and helps youth realize that others have similar problems and uncertainties.

Learning About Children. Skillfully directed study of young children — what they enjoy and how they learn — often gives the student a better understanding not only of young children but also of his own behavior. This realization may help to improve his relations with his parents. Thus, there is an *immediate* use for child-care study.

The widespread practice of baby-sit-

ting is another reason for the study of young children. This aspect of care of children may stimulate a teen-ager's interest in this subject.

Careers to Consider. In addition to baby-sitting, consideration is given to other part-time employment. This may widen the student's experience and afford knowledge of possible vocations to pursue.

A glimpse at the varied career possibilities in the field of home economics and allied fields has been included. This is intended to help acquaint students with the many opportunities available and to stimulate their interest in taking advanced family living courses.

Clothing Interest. Teen-age boys and girls need help in learning about grooming, clothes selection, and clothes care. In this book emphasis is given to the effects of line and color upon the individual. These are related to the choice of patterns and fabrics as well as to the selection of ready-made garments. The array of new fabrics having varied fibers and finishes requires knowledge of terms used on labels and hang tags. The characteristics of new fibers must be understood if one is to choose clothes wisely.

It is believed that learning to sew is more fun when making garments to wear. The sequence of construction will depend upon the equipment available and the previous experience of class members. The teacher must be *enthusiastic* about the method used if the students are to gain by contagion an interest and enjoyment in their work.

The Foods Unit. Teachers and mothers know that urging a youth to eat a food because it is *good for him* makes little appeal. To him the *flavor*

of food and a *satisfied feeling* are all important. The authors have endeavored to "play up" the pleasant taste of food. Nutrition study is based on the four groups of essential foods outlined by the U. S. Department of Agriculture. Each essential food group is coordinated with the selection of foods for various meals, familiarly known as the *Meal Plan*.

By means of horizontal lines, recipes are divided into sections or steps. Recipe ingredients are listed on the left side of the recipe; instructions on the right side. This makes the recipe easy to follow and practically "foolproof." At a glance, one can see the *number of servings* and if a baked food, *oven temperature* and approximate *baking time*.

The Short Laboratory Period. A laboratory period of 45 to 60 minutes has some limitations such as in teaching food preparation. But because time must be used economically, students may gain valuable training. Many homemaking teachers are giving satisfactory instruction in a single class period. Here are some suggestions which help in teaching foods in a short period.

1. It is necessary to plan carefully and to teach students to plan to complete work in the allotted time. This means that not only cooking procedures but equipment and supplies must be arranged so that work may be carried on efficiently.

2. With good organization of equipment and materials, and careful planning, students can prepare and serve food combinations (not single dishes), or simple meals in a single class period.

3. In case the class plans to serve a food requiring long cooking, it may be possible to cook the food one day, heat and serve it on the following day. Some foods may be prepared, frozen, and

served at a later time days or weeks away.

4. To complete a meal, occasionally use a packaged mix for one of the foods at a meal. A home-made mix may be prepared by the students. See textbook, page 96.

5. Vary the style of serving a meal. Occasionally use buffet service.

6. Plan the cleaning up of a meal as carefully as you arrange its preparation.

Development of Courses and Lessons. Having students plan lessons with the teacher stimulates students' interest, promotes an harmonious atmosphere, and helps gear the course to the needs and understanding of young people. A teacher who desires to plan lessons with the students may use *Your Home and You* to good advantage. To aid those teachers who seek general suggestions, possible plans follow.

A general course, of a year's duration, suited to the needs of students in your community may include the topics in the order given in the textbook, or in a sequence determined by student need and interest. For daily classes, a possible variation might be to use Unit I — *You, A Likable Teen-ager*; Unit II — *Foods You Like and Need*; and from Unit V — Chapter 28, *Sharing Work Is Part of Family Living*, and Chapter 30, *Fun with Family and Friends*; in one semester. Unit III — *Living with Children*; Unit IV — *Looking Your Best*; and from Unit V — Chapter 26, *Spending and Saving with a Purpose*; Chapter 27, *Your Room and Home*; and Chapter 29, *When Someone Is Ill* may be offered in another semester.

The use of the textbook may be easily adjusted to suit the needs of schools offering a semester or unit course in a single phase of family living such as Foods, or Child Care. For example, a

semester course in "Food for Your Family" might include Unit II — *Foods You Like and Need*; and from Unit V — Chapter 26, *Spending and Saving with a Purpose*; Chapter 29, *When Someone Is Ill*; and Chapter 30, *Fun with Family and Friends*.

For more advanced students, some of the sections of the textbook given in considerable detail for beginners may be omitted. For example, the Foods work may begin with a survey test to learn something of the background of the students. If they have a good basic knowledge of nutrition, use Chapter 11, *Food Facts Refresher*, in starting the study of foods. Students may gain additional experience in the planning, preparing, and serving of family meals.

As stated in the textbook, page 348, students who, in pretesting, indicate considerable skill in sewing machine usage and construction procedures may omit the clothing construction problem in Chapter 22 and proceed to Chapters 23 and 24. Constructing garments for other members of the family will afford worthwhile experience and increased skill.

If, for the first time in a school, a course in *homemaking for boys* or for *boys and girls* is contemplated, the home economics teacher should have the unreserved approval of the school principal or administrator. His approval helps to add importance to the course.

Boys are interested in many of the same areas of home economics as are

girls. If the teacher plans the course content with the cooperation of the boys, as in all student-teacher planning, it is well to acquaint the boys with the areas which the subject includes.

The following areas have been found interesting to boys generally:

In growing up, a boy is anxious to have friends and to get along with his family. In Unit I, *You, A Likable Teenager*, he will find workable suggestions. Unit III, *Living with Children*, has information about the growth and development of children which helps the teen-age boy to understand younger brothers and sisters.

A boy's liking for and need of food makes him interested in food preparation. Unit II, *Foods You Like and Need* will serve adequately.

Since he wants to look well and to receive approval from his friends, the teen-age boy is interested in grooming and clothes selection. The following chapters will be helpful to him: Chapter 18, *As Others See You*; Chapter 19, *Color for You*; Chapter 20, *Designs that Become You*; and Chapter 25, *Good Choices in Ready-Mades*.

Chapter 26, *Spending and Saving with a Purpose*, has information on allowances, money management for teenagers, and family finances — all of which interest boys. In that same Unit V, Chapter 27, *Your Room and Home*, has many helpful suggestions for improving teen-agers' bedrooms. This subject interests boys as well as girls.

Answers to the FOR YOU TO DO Sections

Definite answers cannot be given to questions and problems of a personal nature or to those involving cost of foods and other commodities. Such answers will vary according to families,

localities, and individuals. The suggested answers in this manual are helpful guides only. Answers which may not apply to all situations are marked with an asterisk (*).

UNIT I

Chapter 1: YOU AND YOUR FRIENDS

(Textbook, page 13)

***1. Group activity.** Before each group presents its skit, someone should set the stage by describing the scene, naming the characters, and indicating the problems involved. Example problems:

a. *Scene:* Living room of Smith home.

Characters: Sue, aged 14, and her mother.

Problem: Sue resents having to babysit for her five-year-old brother instead of going skating with her friends.

b. *Scene:* Living room of Horn home.

Characters: Jack, aged 14, his parents, older sister, two younger brothers.

Problem: Jack wishes a special program on TV, but rest of the family prefer another. Jack (protesting) goes to room to practice on trumpet attempting with loud blasts to disturb the family watching TV.

***2. Group project.** Example problems:

a. How can I get along with an older brother who doesn't like anything I do? Our parents complain that there's always an argument when we're together.

***4. Individual activity.** Good traits to list might be:

honesty	dependability	willingness
tolerance	friendliness	to help
poise	modesty	interest and con-
optimism	cheerfulness	sideration
self-reliance	perseverance	for others

***5. You gain confidence when:**

a. Others recognize your ability and compliment you.

b. Others seek your advice. You are able to help them.

b. How can I be nice to a younger sister who never puts her clothes away, runs out when it's time to do the dishes or clean our room? She says the most embarrassing things when my friends come to our house!

c. My parents don't think that I'm old enough to baby-sit or work part-time.

d. My parents favor my younger brother. He has twice as many privileges as I did when I was in the 8th grade.

e. How can I be friendly to people who don't seem to like me?

f. How can I improve so that I have more friends?

***3. Based on class discussion.** Example:

A good *date* is one (boy or girl) who:

- makes you feel comfortable—at ease;
- is thoughtful of your parents; tries to get you home on time; is courteous.

- can disagree without being disagreeable; can be serious but enjoys a good time too.

- is not a show-off; doesn't put on an act or put on airs; helps you to be the best kind of person you can be; respects you and others.

c. You know that you have done your best.

***6. Individual activity followed by group participation.** Examples of how to overcome weaknesses follow:

- a. Carelessness with belongings — mark all possible items as a means of identification. Objects around home which are not put away properly may be in a special “Lost and Found” collection — to be redeemed by paying a fine in money or extra chores. Children old enough might be required to replace lost items from their own allowances or earnings.
- b. Self-centeredness—put others’ wishes first; really try to practice the golden rule for a few days.
- c. Critical of everything — stop yourself each time you find yourself “running down” someone or something. Really look for good in whatever you feel inclined to criticize. A group effort — fine each other for each critical remark; the fines, if money, might be given to a charitable cause.
- d. Too much volume — have a friend warn you when you talk too loudly or begin to get boisterous.
- e. Poor sportsmanship—try competitive team sports which help to teach one to be a cheerful loser, a modest winner, and a good teammate.
- f. Lack of self-control — note which situations cause you to “fly off the handle.” Are you annoyed with yourself? Setting too high standards for self? Is it injustice of some kind? Do something active (walking, tennis) to work off energy. Talk over problem with older friend. Think it over when you are calm so that your reactions and decisions may be more objective.

Chapter 2: YOUR FAMILY AND YOU

(Textbook, pages 23-24)

*1. Sportsmanship

At home

Do your fair share willingly
 Play games fairly
 Be a good loser;
 do not pout
 Volunteer to do extra work when the need arises
 Be courteous

At school

Be courteous to spectators and players from other schools
 Avoid “booing” officials or opponents
 Be a good loser, congratulate winners of games and contests
 Accept congratulations without being “puffed up”

*2. They earned a reputation for being destructive. This might cause the neighbors to suspect them in future cases involving vandalism. Property owners might consider the family irresponsible and undesirable. The community might receive a bad name. If prospective buyers avoid settling in the area, property values would be lowered.

*3. Group activity. Possible solutions:

a. Owner has first choice. Borrower

must ask to use object and return it when promised and in good condition.

b. Schedule a time for each person’s use of record player. Each may keep his recordings in his room, and lend them on request to other members of the family.

c. In family council, decide:

- (1) time limits for each age child.
- (2) when each may have friends in the home and for what occasions.

(3) with parents' approval to follow schedule giving increased privileges as a child attains certain age or degree of dependability.

*4. The structure of the building in which the family lives is of far less importance than the people who live together as a family. The love and understanding which prompts them to cooperate and share with each other is not dependent upon money or the things that money will buy.

*5. Individual activity. Possible solutions:

Try to put yourself in the other family member's place. Apply golden rule. Say nothing when you're angry. Try to do a favor for the one who is causing you trouble even if you find it hard to do. Talk it over with parent or parents

when all are calm and in a good mood.
*6. A good neighbor is: friendly, loyal, helpful in time of trouble, interested but not inquisitive, observes the golden rule.

7. Individual activity. Class may compare work gifts and material gifts.

8. Group activity.

9. Group activity. Sources of dramatizations:

Home Economics — On Stage, American Home Economics Association, (TV, radio, and other dramatizations) 1600 Twentieth St., N.W., Washington, D. C., 1957.

Keeping Up With Teen-agers (Duvall) No. 127, Public Affairs Pamphlets, 22 East 38th St., New York 16, N. Y.

Democracy Begins in the Home, No. 192, Public Affairs Pamphlet.

Chapter 3: MANNERS THAT PLEASE

(Textbook, page 38)

*1. Group activity. General suggestions are:

TREAT OTHERS AS YOU WOULD BE TREATED

Assist classmate or teacher who has dropped a book or pencil, or seems to need help.

Be attentive in class and assembly; do not interrupt when another person is speaking.

Be cooperative in class, study hall, club meeting, at dances, parties, sports events.

Be orderly and polite in the lunch line,
TRY TO FOLLOW SCHOOL REGULATIONS.

Excuse yourself if you should bump or step in front of someone.

Speak clearly; avoid loud boisterous talk or laughter; refrain from making rude, unkind remarks, or disrespectful asides or sounds.

Walk at a normal rate so traffic can move without interruption on stairs and in halls.

*2. Group activity. Allow buzz groups (2-5 students in each) 12 minutes for discussion.

*3. a. Give mother's name first; introduce friend to her.

b. (1) Give mother's name first; introduce teacher (young single woman) to mother.

Give teacher's name first; introduce father to woman teacher.

Exception: When in the schoolroom, introduce parents (mother and father) to young woman teacher. In this case, the teacher is hostess.

c. Give girl's name first; introduce boy to girl.

d. Give father's name first; introduce young man to father.

4. Group activity.

5. Group activity. Possible questions:

a. What courtesies should be shown guest speakers, chaperons, students from other schools?

b. What is courteous behavior if you are an usher, demonstrator at a school exhibit, guest of another school, a representative of your school, church, or club?

c. What good manners do you observe at a banquet, a dinner dance, on a trip?

6. Group activity.

7. Group activity.

*8. "Bread and butter" letter:

July 18

Dear Aunt Mary and Linda,

Everyone says that the country air must have agreed with me. They're envious of the suntan I acquired at the picnic at Long Lake. We had such fun that day!

You are always so generous in sharing recip~~s~~es and new food combinations; I'd like to ask a favor of you. Would you please send the recipe for the punch that you served on July 4? I've told mother all about the delicious food, and the clever red, white, and blue favors for the table.

I hope that Linda and Joan will be able to drive back with father for the Labor Day Festival next month.

Gratefully yours,
Sue

Chapter 4: TIME FOR EVERYTHING

(Textbook, page 53)

1. Individual activity.
2. Group activity.
3. Individual participation.
4. Class activity.
5. Individual activity.
6. Individual project. Class comparisons.
7. Individual or class undertaking.
8. Suggested *Career Day or Week* Program:

Working with your school guidance director, secure persons successfully engaged in a representative sampling of occupations to speak at your school. Arrange for groups of students to meet with these resource people for lecture and questions about their vocations.

9. Class or school program keyed to interests and/or aptitudes of students in class.

UNIT II

Chapter 5: PLANNING MAKES A GOOD START

(Textbook, page 67)

1. Answers will vary according to discussion and decision of class. Suggested requirements: Apron clean, and correct in design if a uniform style is required. Hair neatly arranged. Clean hands and nails.

Post a checking sheet listing pupils' names followed by the heading sug-

gested in the foregoing. As each pupil enters, have her use a check (✓) or "X" to indicate that she has or has not complied with the requirements. The teacher should occasionally supervise this procedure. Or the teacher might appoint a pupil each week to do the checking for the entire class.

NAME	APRON Clean	HAIR Neat	HANDS & NAILS Clean
Brown, Sue	✓	✓	✓
Carrey, Beth	X	✓	✓

2. Individual activity.

3. Flour, salt, pepper, butter or margarine, milk. Measured in this order, the same knife may be used to level the measurements of flour, salt, and pepper. Use same tablespoon for measuring table fat after measuring dry ingredients. Fewer utensils are used which means fewer dishes to wash.

4. Individual problem.

5. Individual problem.

6. Individual problem.

7. Destruction of disease germs may be more thorough if dishes stand in very hot water. Use hot water and soap or detergent in washing dishes. Scald clean dishes with water from a kettle in which the water is boiling.

Chapter 6: CITRUS AND OTHER FRUITS

(Textbook, page 83)

1. Class discussion.

2. Class discussion. Remind students of consideration to sales clerks and other customers.

3. Individual problem. Suggest that students look in cookbooks, magazines, and newspapers for recipes, suggestions, and illustrations.

4. Mistakes: wrong utensils for straining and holding juice, and wrong storage place.

Correct procedures:

Use *coarse* strainer to prevent loss of pulp containing nutrients.

Store in *covered* jar just large enough to hold juice. A container just large enough for the amount of juice keeps air from the juice.

Store in refrigerator or cold place to prevent destruction of vitamin C.

5. Gelatin not dissolved completely by hot liquid.

Too much liquid used with juicy fruits. Placed in warm room.

6. In the middle of the 18th century,

British sailors were given lime juice or other citrus juice to prevent the disease scurvy. For this reason, the sailors were given the nickname "limeys." In those days, sailors on their voyages did not have the fresh fruits and vegetables with which ships are now supplied. Sailors were thus susceptible to scurvy. The citrus juice served as a preventative. This is another evidence that citrus fruits are valuable foods.

*7. Orange and tomato may or may not be served at the same meal.

Tomato juice	Sliced oranges
Orange juice	Tomato salad
Broiled tomato	Orange and grapefruit (fruit cup)
Tomato soup	Orange salad
Sliced oranges and bananas	Scalloped tomatoes

8. Individual activity. Suggest that students consult cookbooks, magazines, and newspapers for recipes using fruits, and for ways of serving fruits.

Chapter 7: BREAKFASTS; BREADS AND CEREALS

(Textbook, pages 101-102)

1. a. Vegetable-fruit group, bread-cereal group, milk group.

b. Meat group. Additional servings of vegetable-fruit, and milk groups.

*2. Orange or Tomato Juice

Ready-to-eat Cereal — Milk

Toast — Butter or Margarine

Breakfast Cocoa

*3. Sliced Peaches or Oranges

Rolled Oats — Milk

Scrambled Eggs

Muffins — Butter or Margarine

Milk or Cocoa

4. Information concerning type of cereal or flour is given on label.

5. B vitamins especially thiamine (B_1).

Minerals especially iron and phosphorus.

Cellulose.

More proteins.

*6. Five possible combinations:

Rolled oats, raisins (cooked with cereal).

Cooked rice, sliced peaches, milk or cream.

Ready-to-eat cereal, apple sauce.

Corn flakes, sliced bananas, milk or cream.

Baked apples surrounded with Wheatena.

7. Individual problem.

8. Because of the many hours between the evening meal and breakfast, the body needs food. If breakfast is skipped, the skipper feels uncomfortable, may have a headache, feel hungry, or lack pep. He may eat a snack before the noon meal. He often overeats at noon.

9. Individual problem.

10. Individual problem.

11. Individual problem.

*12. Suggested questionnaire given at the beginning and close of a semester or year; checked and summarized by homemaking class or student council. If possible, have the results of the questionnaire (total numbers) published in the school newspaper or announced over the school's public address system.

BREAKFAST POLL

Breakfast is an important meal. Perhaps when you realize how important it is to eat breakfast and actually eat a good breakfast every day, you can improve the way you look and feel. Even your school grades may improve. Without signing your name, please place a check mark beside the statements that apply to you.

I ate breakfast this morning.....

I had fruit (or tomato or fruit juice) for breakfast.....

I had cereal for breakfast.....

I had toast (or bread) for breakfast.....

I had milk for breakfast.....

I had an egg (or eggs) for breakfast.....

I ate *no* breakfast this morning.....

because.....

Chapter 8: LUNCHEONS; MILK, CHEESE, ICE CREAM

(Textbook, pages 121 & 122)

1. Individual and class problem.

*2. Score for Box Lunch

<i>Neatness</i>	20	<i>Deductions</i>	
Clean container, napkins		No milk or milk food	20
Packages arranged neatly		No protein-rich food	20
<i>Convenience</i>	10	such as meat, cheese,	
Napkins on top food		or egg (may be in	
Arrangement of packages		sandwich filling)	
<i>Food Selection</i>	70		
Hot food		No fruit or vegetable	20
Moist and dry foods			
Harmonious flavors			
Essential foods			
<i>Total</i>	100		

3. Boys' problem.

4. Suggestion for a *Better Nutrition Week or Month*. Check school lunch trays. The days on which trays are checked should not be announced. It is advisable to have a different checker each time the trays are checked and that the day of the week be varied.

To check trays, a student checker provided with blue ribbons or cards stands near the cashier. As students with trays pass, the checker places a ribbon or card on each tray that contains: (1) fruit or vegetable, (2) milk or milk food, and (3) protein-rich food. No recognition is given for trays lacking in any of these foods. If the number of "blue ribbon" trays is desired, the checker may use a counting device. In case a counter is not available, another person may stand beside the checker and keep a written count. The total number may be announced over the school address system or printed in the school newspaper. Through cooperation with other teachers in the school, the nutrition project may have greater meaning for more students. Art classes

may help call attention to the project by making nutrition posters. Science classes may plan to be studying the uses of food in the body.

5. Class problem.

*6. Ways of using milk and cheese:

- (1) *Appetizers and beverages* — (a) Cocoa made with milk; (b) Egg-nog (vanilla or spice flavored); (c) Wafers with Zestful Cottage Cheese.
- (2) *Main Dishes* — (a) Macaroni and cheese; (b) Welsh Rabbit; (c) Rice with cheese sauce.
- (3) *Vegetables* — (a) Broccoli with cheese sauce; (b) Spinach loaf with cheese sauce; (c) Cottage cheese and lettuce salad.
- (4) *Bread and cereals* — (a) French toast; (b) Cheese sandwiches; (c) Breakfast cereal cooked in milk.
- (5) *Desserts* — (a) Pie with cheese; (b) Custards; (c) Milk sherbets.

7. Class problem.

8. According to the legend, a shepherd in France left his lunch containing bread and cheese made from ewe's milk

in a cave. After a week or more, he returned to the cave and found his lunch covered with mold. He could not eat the bread. Although the cheese had bluish veins through it, the shepherd tasted it and thought its flavor delicious. (Adapted from *Britannica, Junior*.)

9. Individual activity to be done at home.
10. Individual activity to be done at home.
11. Class activity.
12. Individual activity for work at home.

Chapter 9: YELLOW, GREEN, AND OTHER VEGETABLES

(Textbook, page 143)

1. Individual and class activity. The three points in the section headed *Buying Vegetables* (textbook, page 125) may be written on the blackboard. These points may serve as a basis for a discussion of vegetable selection, both those familiar and those vegetables not so well known. The vegetables listed in

the textbook, pages 126-127, may serve as a guide for the discussion.

2. Individual and class activity.
- *3. Lists will vary. Foods requiring purchasing more than once a week: Milk, cream, lettuce, other leafy vegetables, berries, and some other fruits.
- *4. Discussions will vary.

<i>Liquid</i>	<i>Uses</i>
Potato, celery, or carrot cooking water	Gravy, soup, liquid for meat loaf; with milk — white sauce
Beet cooking water	Orange sauce for beets
Canned snap or lima beans, peas, asparagus liquid	With seasoning — vegetable cocktail

5. *a.* After washing greens, enough water clings to the leaves to start the cooking.
- b.* Water added would necessitate draining away liquid after cooking with loss of some of nutrients and flavor.
6. Plans will vary.

- *7. Hashed brown potatoes or baked potatoes
Creamed celery and carrots or Cauliflower flowerets with cheese sauce
Radish roses, pickle slices
Peanut butter sandwiches

*8. *Sweet potatoes*

Other Vegetables

<i>Method of cooking</i>	<i>Cooked</i>	<i>Raw</i>
Baked	Creamed peas	Green onions
Mashed	Buttered broccoli	Celery
Candied	Buttered lima beans	Carrot sticks
Sautéed	Creamed carrots and peas	Cauliflower flowerets
Candied with apples	Scalloped corn	Radishes

- *9. Macaroni and Cheese
Spinach Timbales, Easy Hollandaise Sauce
Tossed Green Salad with French Dressing
Muffins — Butter or Margarine
Pumpkin Tarts
Milk
- For added flavor and color: Garnish Macaroni and Cheese with bread crumb topping and parsley sprigs or chopped parsley. Use whipped cream or evaporated milk as topping for pumpkin tarts with a drop of currant or cranberry jelly as the garnish.
10. Individual activity.
11. Individual activity.

Chapter 10: DINNERS; MEATS, OTHER MAIN DISHES

(Textbook, page 172)

- | | | | |
|-----|------------------|----------------|---------------|
| *1. | <i>Breakfast</i> | <i>Lunch</i> | <i>Dinner</i> |
| a. | Eggs | Cheese | Ham |
| b. | Bacon | Cottage cheese | Lamb |
| c. | Sausage | Eggs (omelet) | Beef |
-
- | | | |
|-----|---------------------|---------------------|
| *2. | <i>Vegetable</i> | <i>Animal</i> |
| | <i>Protein Food</i> | <i>Protein Food</i> |
| | Whole grain cereal | with milk |
| | French toast and | |
| | peanut butter | with ham |
| | Baked beans | with pork chops |
3. Cuts of meat that have little or no waste:
- Flank steak
 - Round steak or pot roast
 - Sirloin steak or roast
 - Chuck steak or roast
- Cuts that taste well but cost little:
- Chuck steak
 - Plate (stewing meat)
- | | | |
|-----|--|--|
| *4. | Round steak — \$.89 per lb.
87% lean
Cost of 1 lb. lean meat =
\$.89 ÷ .87 = \$1.02 | Porterhouse — \$1.25 per lb.
60% lean
Cost of 1 lb. lean meat =
\$1.25 ÷ .60 = \$2.08 |
|-----|--|--|
-
- | | | |
|-----|-----------|-------------------------------|
| *5. | Sunday | Roast chicken |
| | Monday | Ham steak |
| | Tuesday | Chicken à la king |
| | Wednesday | Swiss steak |
| | Thursday | Pork chops (winter menu) |
| | Friday | Baked fish steak or Beef stew |
| | Saturday | Breaded liver |

6. Individual activity.

7. Angela had eaten macaroni and cheese at home as long as she could remember.

She had never tasted cauliflower with cheese sauce. The one time that she had tasted cauliflower, it had been overcooked. It had not been well seasoned. She decided that she did not like cauliflower.

8. Class activity. Suggestions for discussion:

In examining meat, notice its shape and proportion of lean, fat, and bone. One of the ways to recognize a cut of meat is by the shape of bone. Color is a distinguishing characteristic. Notice difference in color of beef, veal, lamb, fresh pork, and ham. Notice the difference in coarseness and fineness of fibers and moisture of the lean portion.

If the market handles different grades

of meat, it is helpful to look for differences in appearance of quality and less choice cuts of meat. The grades of beef specified by the U. S. Department of Agriculture are:

U. S. Prime (highest quality)

U. S. Choice (high quality, less fat than Prime)

U. S. Good (little fat, less juicy than Choice)

U. S. Standard (high proportion of lean)

U. S. Commercial (produced from older cattle than Standard)

U. S. Utility (produced from cattle advanced in age)

Other grades, Cutter and Canner, rarely sold in retail market. Of course, the price of meat of different animals and cuts should be known. Students may be assigned to report on various cuts or other topics in meat buying.

Chapter 11: CALORIES; FOOD FACTS REFRESHER

(Textbook, pages 189 & 190)

1. Demonstration and class activity.

*2. 3 lbs. Butter @ 75 cents = \$2.25 per week
3 lbs. Margarine @ 33 cents = .99 per week

1.26

For a 4-week month: 4 times \$1.26 = \$5.04 Savings

*3. Butter for dining table use only. Margarine for baking and cooking.

4. Eating too much each day may cause a person to become overweight. Excess fat is a disadvantage and may aggravate some kinds of illness. Not eating all the essential foods may make a person susceptible to deficiency diseases. Such diseases and physical defects as goiter, night blindness, pellagra,

scurvy, rickets, bone and teeth defects, result from deficiencies of certain minerals and vitamins in the diet. Food affects a person's looks and feelings. Certain amounts of essential foods are necessary for a person to have abundant energy to accomplish much. Even though a person may have plain features, the proper diet may give a healthy appearance which is an asset.

*5. Girl:	Age	Calories	Weight	Height
	13-15 yrs.	2600	108 lbs.	63 inches

<i>Breakfast</i>	<i>Calories</i>
Orange juice, $\frac{3}{4}$ c.	110
Egg, 1	80
Toast, 1 slice	80
Butter, 2 t.	70
Jam, 2 T.	110
Cocoa, 1 c.	235
	<hr/>
	685

<i>Luncheon</i>	<i>Calories</i>
Ham Sandwich	
Ham, minced, 2 slices	65
Bread, 2 slices	160
Butter, 4 t.	140
	<hr/>
	365
Tomato, 1 small	20
Cookies, 2 medium	175
Milk, 1 c.	165
	<hr/>
	725

<i>Dinner</i>	
Beef, 1 medium serving	240
Potato, 1 small	85
Gravy, $\frac{1}{4}$ c.	105
Green beans, $\frac{1}{2}$ c. cooked	25
Bread, 1 slice	80
Butter, 2 t.	70
Waldorf salad	
Apple, 1 medium	75
Celery, 2 pieces	10
Nuts, 4	30
Mayonnaise, 1 T.	105
Lettuce, $\frac{1}{8}$ head	10
	<hr/>
	230

	230	Breakfast	685
Ice cream, $\frac{1}{2}$ qt.	190	Luncheon	725
Milk, 1 c.	165	Dinner	1190
	<hr/>		<hr/>
	1190	Total	2600 calories

*Boys	Age	Calories	Weight	Height
	13-15 yrs.	3100	108 lbs.	64 inches

To menu for girls add:

<i>Breakfast</i>	<i>Calories</i>
Cereal, cooked, $\frac{1}{2}$ c.	80
Milk, $\frac{1}{4}$ c.	40

<i>Luncheon</i>	
Cottage cheese, $\frac{1}{4}$ c.	45

<i>Dinner</i>	
Potato, 1	85
Gravy, $\frac{1}{4}$ c.	105
Bread, 1 slice	80
Butter, 2 t.	70

505 + 2600 = 3105 Total calories

- *6. *Breakfast*
 Prunes and apricots
 Whole grain cereal with cream
 Bacon and eggs
 Toast — Butter — Orange Marmalade
 Whole milk

- Luncheon*
 Rice with cheese
 Tomato salad — French Dressing
 Corn bread — butter
 Apple tapioca pudding
 Cocoa (made with milk)

- *7. *Snack* *Calories*
 Cake 105
 Potato chips 195
 Chocolate candy bar 290
 2 cookies 175

- Snack*
 Pineapple juice or milk
 Cookies or wafers

- Dinner*
 Roast beef
 Mashed potatoes — gravy
 Creamed green beans
 Rolls — butter
 Tossed salad — blue cheese dressing
 Ice cream — chocolate sauce
 Milk

- Ice cream 190
 Extra serving potatoes 85
 Gravy 105

 1145 calories

8. Individual and class activity.

Chapter 12: EVERYONE LIKES DESSERTS

(Textbook, page 206)

1. Individual activity.
 2. Creaming-fat method. Quick-mix method.
 3. Class activity. The test is more satisfactory if a cake mix produces the same size of cake as the one in which each ingredient is measured.
- Unless properly stored, the moisture in some cakes evaporates. Also, although

- properly stored, some cakes become dry more rapidly than others because of the kind of ingredients, proportion of dry- and moist materials, and amount of shortening.
4. The fat solidifies, thus making the dough easier to handle.
 5. Class activity.

Chapter 13: THE SETTING FOR YOUR MEALS

(Textbook, pages 221 & 222)

1. Ann did not make a wise choice because pottery dishes are not of fine texture. A coarser textured linen such as linen crash would have been a more suitable buy than damask. The damask tablecloth is apt to be more costly. While a tablecloth may be used for informal table service, Ann could have used place mats or runners.

2. Individual activity.

3. Volunteer activity. Lenox china made in the United States. In 1826 Congress passed a law stating that, whenever possible, American-made products should be used in the President's home. American-made Lenox china has been used in the White House since 1917.

4. Class activity.

*5. a.

Menu

Cantaloupe half

Cooked Cereal with cream

Creamed Dried Beef on Toast

Corn Bread — Butter or Margarine

Marmalade

Milk (Coffee for Adults)

Goldenrod Eggs may be substituted for Creamed Dried Beef. For Goldenrod Eggs: 1 c. medium white

sauce (textbook, page 109), 4 hard-cooked eggs (textbook, page 168). Cut egg whites and part of yolks into pieces; mix with sauce. Pour over 4 slices buttered toast. Press remainder of egg yolks through sieve; sprinkle over top. Garnish with parsley.

b. *Family*: 2 adults, 4 children. Family service.

(a) 6 place mats or a breakfast tablecloth; 6 napkins.

(b) 6 breakfast plates; 2 cups and saucers.

(c) 6 of each — knives, forks, butter spreaders.

14 teaspoons

2 large serving spoons

1 serving fork

1 spoon for marmalade

(d) None unfilled

(e) 6 dessert plates, cantaloupe half on each

1 covered dish (tureen) containing cereal

6 cereal dishes, plates underneath

1 pitcher on small plate, cream or homogenized milk

6 bread and butter plates — butter or margarine on each, and/or

- general butter plate
- 1 pot coffee
- 1 pitcher of water resting on plate
- 1 dish marmalade
- 6 glasses water
- 4 glasses milk
- 1 sugar bowl
- 3 pairs salts and peppers
- (f) 1 platter creamed dried beef or goldenrod eggs
- 1 plate or bread basket corn

- bread (covered with napkin)
- 6. Individual activity and report.
- 7. Class activity.
- *8. a. Punch, cookies, salted nuts
Nasturtiums in green pottery bowl, or other seasonal flowers
- b. Hot spiced tea garnished with red candied cherries, cookies or cakes cut in the form of hatchets. Red carnations in white pottery bowl. Small flags surrounding bowl.
- 9. Individual activity.

Chapter 14: FOODS FOR DAYS AHEAD

(Textbook, page 241)

1. a. Peaches, strawberries, melon balls, raspberries, cherries. Peas, snap beans, lima beans, asparagus, broccoli, kernel corn, brussel sprouts, spinach, squash, cauliflower.
- b. Tomatoes, cucumbers, lettuce, celery, cabbage.
- c. Vegetables must be scalded before freezing to destroy the enzymes present. The aforementioned vegetables which would be desired for use raw in salads cannot be frozen successfully.
2. Individual activity.
3. If canned foods have not been heated to a temperature high enough to destroy spoilage organisms, dangerous

poisons such as those causing a type of food poisoning called *Botulism* may be formed. Merely tasting foods so poisoned may prove fatal.

4. Tomatoes, like fruits, contain a natural acid making it possible to can them successfully in a water bath. Corn, being a low-acid vegetable, requires a higher temperature to destroy dangerous organisms. It must be canned in a pressure canner.

*Peas, beans, spinach, beets, asparagus.

5. Molds grow more readily on the unsugared slice. Sugar, if used generously, aids in preserving foods.

6. Individual activity.

UNIT III

Chapter 15: BABIES NEED LOVING CARE

(Textbook, pages 254 & 255)

1. Class field trip.
2. Demonstrations.
3. Individual and group activity.
4. Individual activity.
5. Individual and class activity.

Chapter 16: GUIDING GROWING CHILDREN

(Textbook, page 270)

1. Individual activity.
2. Individual activity (depends upon age of child).

3. Individual project (includes home cooperation and practice).

*4. Observation report may include: age of child; his position in the family; favorite playthings and kinds of play; interest span; way he gets along with other children.

Possible safety measures: fence around play space of toddler; covered trash can out of reach of children; shade for play area; swings and other equipment in good repair.

5. Individual activity.

*6. Children grow by successive stages or steps. While steps usually follow a similar sequence, children do not progress at the same rate. When bodies and minds are mature enough, the children are able to do certain things. Some children walk or talk early; others even in the same family are slower.

*7. Children vary in inherited characteristics and in environment and experiences. Even within the same family group, responsibilities and relationships to each other and to parents are affected by place or position in the family.

8. Individual activity.

9. Class activity and discussion.

Chapter 17: BE A BETTER BABY SITTER

(Textbook, pages 278 & 279)

1. Individual and class activity.

2. Group activity.

*3. Baby sitter's kit might include:

Book suitable for age of child or children in home

Hand puppet to use in telling stories

Game or puzzle suited to child's age

Paper dolls for girl; small toy car for boy

Clean, discarded grown-up clothes for dress-up and pretend play.

Materials should be safe, free from small parts to loosen and swallow, clean

(preferably washable if handled by children of different families). Child must understand that objects are for his use when sitter comes; she may take them home as they are not gifts to the child. Sometimes such a kit helps the child look forward to the sitter's coming.

4. Individual activity.

5. Group activity.

6. Individual or class activity.

UNIT IV

Chapter 18: AS OTHERS SEE YOU

(Textbook, page 296)

*1. Demonstrations. Avoid exaggerations which make models look like clowns.

2. Discussion and demonstration. If posture exercises are not a part of the physical education class, lessons in pos-

ture and exercises might be planned.

3. Group activity. It is helpful to have lists mimeographed for distribution to the class. (These sheets may be used as personal check lists to evaluate grooming progress.)

4. Class decision should be made with the approval of the school administration.

5. Class activity.

6. Individual or group project.

7. Select the hair stylist carefully. You want to avoid the spectacular individual who will play up the publicity aspects of the demonstration.

8. This can be effective if well done. It may be a Student Council shared project. There seems to be a definite relationship between proper dress and good conduct.

Chapter 19: COLOR FOR YOU

(Textbook, pages 308 & 309)

*1. Answers vary with the seasons. Example of color description: turquoise is light green-blue; lemon is clear green-yellow.

2. Individual problem. Suggestion:

a. For girls — *Fall*. Blouse and skirt, sweater and skirt, jumper and blouse.

Spring. Cotton school dress, blouse and skirt, sweater and skirt.

b. For boys — The particular choices will depend upon size, personal coloring of the boy, and the color

of the clothes he already has.

3. Individual or class project. Have fabrics labeled for content. It is a good teaching point to include information about fabric.

4. Class demonstration.

*5. Group project. Skin color as well as hair color limits the choice of colors.

6. Individual problem.

7. Individual or group activity.

8. Individual problem; see textbook, pages 302-303.

Chapter 20: DESIGNS THAT BECOME YOU

(Textbook, page 321)

1. Class demonstration.

*2. Individual problem. Example: Rhythm gained by repetition of line and color, continuous line.

3. Class activity.

4. a. Clothes should enhance the wearer, not be the center of attraction. In most cases, emphasis is placed near the face to draw attention there.

b. The current fashion may be awkward and unbecoming to an individual. The well dressed person does not follow slavishly the set number of inches. She may conform to a certain

degree but chooses a hemline suited to her own proportions.

c. When designers succeed in featuring extremely low or high waistlines, loose fitting, shapeless fashions and the like, it is usually a fad. The return to lines conforming to natural body lines soon occurs because the extreme lines are unbecoming to so many people. Clothes which conform to natural body lines are more comfortable to wear.

5. Individual activity. Class might wish to exhibit clothes.

6. Individual problem.

7. Individual problem.
8. Individual activity. This activity

might be tied in with budgeting — Chapter 26.

Chapter 21: SHOPPING FOR FABRICS

(Textbook, page 336)

*1. Class discussion. (The teacher may wish to file some hang tags and labels to augment those supplied by students.) Questions might include:

- (1) What are the names of 3 shrinkage-control finishes?
- (2) What man-made fibers are sometimes blended with cotton fibers to make fabrics easy-to-care-for?
- (3) Explain the following terms: staple fibers, spun rayon, spinneret.

2. Department and class activity. Swatches of commonly used fabrics should be large enough so that students can feel and examine them carefully.

3. Group activity. (Textbook, pages 330-332.)

4. Individual problem. Have students give brief oral reports also. For up-to-date supplementary materials, use current magazine articles and information from the fiber producers listed in the textbook, page 337.

5. Many trademark processes such as Dri-Don, Everglaze, and Disciplined include shrinkage control in their easy-care qualities. Sanforized is shrinkage control applied to cottons and linens; Sanforlan to wools, and Sanforset to rayons.

6. Individual or class project.

Chapter 22: YOU CAN MAKE YOUR OWN CLOTHES

(Textbook, pages 353-354)

1. Individual activity.

*2. List might include steam iron, sleeve board, press cloths, and sponge.

3. If a needle is handled properly, it pricks the finger each time it is pushed through cloth; pin pricks are painful, and if deep, may cause infection. Use of a thimble speeds hand sewing. Also, a thimble is a safeguard against possible blood stains on material from needle pricks. (Demonstrate again if necessary.) If fitted properly to the individual, a thimble will be snug enough to stay in place as the hand is raised, but it will not bind.

*4. Individual or group activity.

5. Teacher must check girl carefully to be sure that student is accurate. As-

sisting the teacher gives some class members needed responsibility, and may release teacher for other supervision.

6. Individual project.

7. Gift project. Discuss with class the possible types of aprons to make. Decide whether recipient of gift would prefer a dainty apron or a protective, more useful apron.

8. Individual activity.

9. Group activity. Girls gain more experience; it is a community service, and does not require materials purchased from family funds in areas where clothing money is limited.

10. Department or school project.

Chapter 23: MORE ABOUT CLOTHING

(Textbook, page 371)

1. Individual and class reports.
2. Class activity.
3. Individual problem. Point out particularly the differences in fabrics and designs for each skirt-blouse combination.
- *4. Exhibit depends upon fiber con-

tent of garment the student is making; type of fabric; and weight, firmness, and fraying characteristics of fabric. Possibilities are: machine hem, edge-stitched with slip or catch stitch, pinked edge with slip stitch, seam binding with vertical hemming stitch.

Chapter 24: PRACTICE MAKES PERFECT

(Textbook, page 383)

- *1. Individual or group activity. Caution girls who do this individually to avoid any inconvenience to clerks while "just looking."
2. Individual problem.
3. Class and school project.

4. Discussion and undertaking to be planned by class. Class may decide to bring worn garments to class. Alterations may be made on worn garments and also on new ready-mades.
5. Individual or group activity.

Chapter 25: GOOD CHOICES IN READY-MADES

(Textbook, page 394)

1. Individual activity.
 2. Class activity.
 3. Class activity.
 4. Volunteer's activity.
 5. Since Judy is a tiny girl, a dress with huge bouquets would overwhelm her. It would tend to emphasize Judy's small size. Clothes should bring out the best features of a person and minimize the less desirable or less pleasing ones.
 6. For school or work, sturdy clothes that will stand hard wear and keep looking well are suitable. Jean's skirt, blouse, and shoes do not qualify for hard, constant wear.
- The pile of velveteen will crush espe-

cially if it gets wet, or it will wear out. The sheer blouse will probably not stand hard wear. Moreover, being thin, the blouse will not be suitable in cold weather. High heeled pumps hold feet in an unnatural position and do not support the body as they should. Jean's skirt, blouse, and pumps are suitable for occasional dress-up wear.

7. Not all ready-made garments are ready-to-wear because they do not fit the wearer perfectly. They often need to be altered to make them fit well.

8. Individual activity based on observation and experience.

UNIT V

Chapter 26: SPENDING AND SAVING WITH A PURPOSE

(Textbook, pages 406 & 407)

1. Individual activity.

*2. a. An allowance may be the means of learning how to spend money. It may make the recipient realize his responsibility in the use of money. A little change in his pocket may give the owner self-assurance or a sense of security. On the other hand, if a teen-ager has no sense of the value of money, he or she may spend it recklessly. Also, always having money available may give the teen-ager a feeling of superiority in regard to his associates who have less money. The teen-ager may come to rely on receiving money rather than working for it.

b. The answers to these questions depend upon the income and needs of the family. If the family's income more than provides for the family's needs and the teen-ager shows ability in handling money, he may be given an allowance although he earns money.

In case the family's income is insufficient for the family's food, clothes, and rent, a teen-ager should contribute a part of his earnings to the family budget. Or he might be expected to care for all of his clothing and personal needs from his earnings.

c. In making plans for spending an allowance, earnings, or family income, the individual or family chooses with *deliberation* that which is most needed or desired.

d. If each person in the family appreciates how much it costs to pay for the necessities of home living and has a voice in the apportionment of the in-

come, he or she is likely to willingly accept his share of the family income. Also, he readily concedes that another family member may need more than he is apportioned.

e. Installment buying is justified when the item purchased is a necessity or is needed for family or personal progress. An agreement for a purchase on the installment plan should be made only when the buyer knows exactly how much an item will cost, how much carrying charge and/or interest is charged, and how long payments must be made. Also thoughtful consideration must be given to the possibility of meeting all payments. It is unwise to buy luxury items on the installment plan.

3. Individual activity.

*4. 20 cents. $7/10$ would be wasted in a week. $7/10 \times \$0.20 = \0.14 wasted per week. $4 \text{ weeks} \times \$0.14 = \0.56 wasted per month.

5. Same temperature. Rapidly boiling water requires more fuel.

6. Individual and class activity. Possible ways to prevent waste are:

Cook just enough of each food for family whose usual food consumption is known. Thus there are no small amounts of leftovers which often end up in the garbage can.

Use old bread crusts to make dried bread crumbs.

Pare vegetables thinly to conserve nutrients.

Use as little water as possible in cooking vegetables. Use drained cooking water in gravy, sauces, or soups.

Trim excessive fat from meat; heat it at low temperature to separate fat from connective tissue. If flavor is

suitable, use the fat for sautéing. Use the oven to bake more than one food at a time when possible.

Chapter 27: YOUR ROOM AND HOME

(Textbook, pages 418 & 419)

*1. Panel discussion based on suggested problems and questions of students. Examples:

a. Hinged shelf to fold away when not in use; triangular shelf put up with brackets in corner near a window; lapboard; card table to fold away when not in use; board set on orange crates.

b. Folding screen, opaque shades or draperies for privacy. Arrange space in downstairs coat closet, drawer space for storing clothes in chest of drawers, bureau, or desk.

c. Use warm colors — yellow, orange, or pink. Have curtain rods extend be-

yond windows so that curtains may be drawn back to allow complete window exposure. Or have white, transparent curtains to allow more light.

*2. Individual problem. Keep standards reasonable for age, background, and economic status of students in class.

3. Individual activity.

4. Group project.

*5. Individual construction problem done with family consent and cooperation.

6. Exchange must be made with the permission of the school principal and guidance personnel.

Chapter 28: SHARING WORK IS PART OF FAMILY LIVING

(Textbook, pages 434 & 435)

1. a. Follow directions and illustrations, page 422. If there are fitted sheets available, students may wish to see a demonstration of bed making using such sheets. Discuss the advantages and disadvantages of using fitted sheets.

b. The type of material used for the counter surface will determine the type of cleaning agent and method to use. If the counter is *unfinished wood*, a scouring powder and brush may be used. Most other surfaces do not need such strenuous treatment. Various types of *plastic* counter surfaces may be cleaned by wiping with a damp cloth. A thin coating of wax will keep counters shiny. Though

such surfaces are very durable, it is well to avoid placing hot pans directly from stove onto counter tops.

After washing *stainless steel* surfaces with soap or mild detergent, rinse and wipe thoroughly with a dry cloth or a soft paper towel.

c. For mirrors treat as for windows using ammonia water, spray cleaner, or glass wax. Polish with a lintless cloth or tissue paper. Avoid soap which may leave streaks.

d. Follow directions of manufacturers for removing lint from the machine. Wipe inside and out with damp cloth. To preserve surface, apply cream wax made for enamel and porcelain enamel finishes; shine with dry cloth.

2. The schedule depends upon the arrangement and equipment in the home-making department. If several classes use the same equipment daily, delegate the cleaning of certain areas to each class. Rotate jobs among the students so that each has experience in all kinds of cleaning.

*4.

Mother	— Prepares family's food daily except Saturday. Keeps living room and kitchen in order daily except Saturday. Cleans own bedroom weekly. Cleans bathroom. Launders clothes weekly. Works away from home every Saturday. Washes breakfast dishes daily except Saturday.
Daughter	— Helps mother prepare food four days a week.
in	Uses vacuum, dusts four days a week.
Junior	Washes dishes four evenings a week.
High	Prepares family's food on Saturday. Bakes, and washes breakfast dishes Saturday. Markets with father Saturday. Baby-sits away from home Monday and Friday. Makes own bed daily. Cleans own bedroom weekly.
Son	— Makes own bed daily.
in	Cleans own bedroom weekly.
High	Sports — five afternoons a week.
School	Helps father with care of lawn, flowers, leaves, snow removal, car washing weekly. Scrubs porch, washes windows, bathroom and kitchen floor Saturday. Washes dishes three evenings a week.
Father	— Works away from home five days a week. Cares for furnace daily or weekly. With son, cares for lawn, flowers, leaves, snow, car washing weekly. With daughter, markets on Saturday.

*5. Teacher-pupil activity.
Appliance company may send a representative to demonstrate the use of the equipment which the firm has installed. Or teacher, following manufacturer's manual, may give the demonstration.

*3. Change of work for 4 Saturdays:
1st. Clean refrigerator. Help with weekly food shopping. Put away supplies purchased.
2nd. Dust and vacuum living room.
3rd. Wax bathroom and kitchen floors.
4th. Clean one kitchen cupboard or a section of it.

Each helper instructs the helper for the following day, the teacher supervising if necessary.

6. Individual and group demonstrations planned with teacher.

Chapter 29: WHEN SOMEONE IS ILL

(Textbook, page 445)

1. Demonstration.

*2. First, have the class plan a menu for a bed patient. The menu will depend on the type of diet ordered by the doctor. Then arrange linen, dishes, and

silver suitable for the menu. Also arrange flowers appropriate for a tray. If there is time, food may be prepared and placed in serving dishes.

3. Class or individual activity.

*4. Box o' Tricks for 5-year-old child

Girl

Monday	Small doll in "nightie."
Tuesday	Cradle made from round oatmeal box. (Cut off upper $\frac{1}{3}$ of box lengthwise; cover with wallpaper and decorate with cloth ruffle.) Add sheet and blanket.
Wednesday	Wardrobe for doll. (Stand shoe box on end. Place extra clothes on little hangers made from wire.)
Thursday	Puzzle — paste a bright picture on cardboard — cut into 6 or 8 large pieces. Place in envelope.
Friday	Child's handkerchief.
Saturday	Scrapbook of pictures of birds, babies, or children, or greeting cards from which the child may cut and paste pictures in scrapbook.
Sunday	Book of paper dolls.

Boy

Monday	Small stuffed animal such as giraffe, dog, or bear.
Tuesday	Puzzle — paste colored picture on cardboard, cut into 6 or 8 large pieces. Place in envelope.
Wednesday	Bean bag in shape of clown or turtle.
Thursday	Scrapbook — pictures of trains, airplanes, trucks, cars.
Friday	Small toy auto.
Saturday	Large, funny get-well card in envelope.
Sunday	Finger puppet of animal, snowman, or clown.

5. Class and individual activity.

6. Volunteers' activity. See suggestions for setting the stage, as explained in the answer to question 1, chapter 1.

7. Class discussion. Material from the National Safety Council and local Fire Department or Safety Council may

prove of value in this class discussion.

*8. Applying unsterilized water. Touching lips to wound. Binding with soiled handkerchief or other unclean cloth. Washing with water and stroking toward center of wound. Probing with unsterilized instrument.

Chapter 30: FUN WITH FAMILY AND FRIENDS

(Textbook, pages 464 & 465)

***1.** Individual activity. Foods chosen from family favorites suitable for preparation at a special outdoor place.

Supplies other than food might include matches, firewood or charcoal, long handled forks, grill, skillet, or aluminum foil, salt and other seasonings.

***2.** Individual problem. Review material about buffet meals in textbook, pages 461-462. Discuss with class possible games and other forms of entertainment which would be enjoyed. Examine pictures of buffet table settings.

3. Individual problems based on previous activity.

4. Class committee project. A party scrapbook often helps furnish ideas to classes and school clubs desiring suggestions.

5. Class activity planned with teacher's cooperation. Refer to chapter 10, page 145 for review of menu planning; pages 62-63 for hints on food preparation plans for a meal.

6. Class project requiring parent participation. Serves to establish closer

contact with homes in the community.

***7.** Individual problem. Suggestions: for preschoolers: favorite doll or car to use in "pretend" play such as housekeeping or garage; book with large pictures; simple singing games; finger puppet for telling stories.

for 6 to 9-year olds: games based on objects observed along roadside (allow so many points for certain animals, trains, or other things seen with those on one side of the car competing with those children on the other side; wood or plastic puzzles; simple card games; songs.

***8.** Individual activity. Christmas tree-trimming or Easter egg-coloring parties are pre-holiday ideas for family fun. The family members might enjoy card games, home movies, music—home band, singing, listening to records, or making a scrapbook of vacation souvenirs.

TEACHER'S REFERENCES

Child Guidance and Family Living

- Breckenridge and Murphy (Rand, Sweeney and Vincent's), *Growth and Development of the Young Child*, sixth edition, W. B. Saunders Company.
- Johnson, *Home Play for the Preschool Child*, Harper and Brothers.
- Landreth, *Psychology of Early Childhood*, Knopf.
- Prescott, *The Child in the Educative Process*, McGraw-Hill.
- Rhodes and Samples, *Your Life in the Family*, Lippincott.
- Wilkes, *Family Guide to Teenage Health*, Ronald Press.

Clothing and Textiles

- Bane, *Tailoring*, McGraw-Hill.
- Denny, *Fabrics*, seventh edition, Lippincott.
- Dressmaking by Singer*, Singer Sewing Machine Company.
- Hess, *Textile Fibers and Their Use*, sixth edition, Lippincott.
- Hollen and Saddler, *Textiles*, Macmillan.
- Lewis, Bowers, and Kettunen, *Clothing Construction and Wardrobe Planning*, Macmillan.

Foods and Nutrition

- Cooper, Barber, Mitchell, and Rynbergen, *Nutrition in Health and Disease*, Lippincott.
- Dresslar and Skattebol, *Food Preparation* (Discussions of Success or Failure), University of Washington Press.
- Evans, *Food Preparation Manual*, Harper and Brothers.
- Kilander, *Nutrition for Health*, McGraw-Hill.

- Lowe, *Experimental Cookery*, fourth edition, Wiley and Sons.
- Lowenberg, Mauw, Hoeft, and Nyhus, *Score Your Diet*, Iowa State College Press.
- Pattison, Barbour, and Eppright, *Teaching Nutrition*, Iowa State College Press.
- Sherman and Sherman, *Essentials of Nutrition*, fourth edition, Macmillan.
- Taylor, Macleod, and Rose, *Foundations of Nutrition*, fifth edition, Macmillan.
- Turner, *Handbook of Diet Therapy*, revised, University of Chicago Press.
- Wilson, Fisher, and Fuqua, *Principles of Nutrition*, Wiley and Sons.
- Yearbook of Agriculture 1959, *Food*, U. S. Department of Agriculture.

Home Economics Careers

- Hall, *Home Economics: Careers and Homemaking*, Wiley and Sons.
- Phillips, *Home Economics Careers for You*, Harper and Brothers.

Home Management

- Ehrenkranz and Inman, *Equipment in the Home*, Harper and Brothers.
- Peet, *Young Homemakers' Equipment Guide*, Iowa State College Press.

Hospitality

- Brent, *Time for a Party* (The Complete Home Party Book), McGraw-Hill.
- Goldman, *Planning and Serving Your Meals*, second edition, McGraw-Hill.

Personal Development

- Moser, *Understanding Boys*, Association Press.
- Moser, *Understanding Girls*, Association Press.

Sorenson and Malm, *Psychology for Living*, second edition, McGraw-Hill.

Periodicals

Department of Home Economics, National Education Association, *Bulletins* (annually) and *DHE Topics* (bi-annually), 1201 Sixteenth Street, Washington 6, D. C.

Forecast (monthly except July and August), McCall Corporation, Dayton 1, Ohio.

Institute of Home Economics, Agricultural Research Department, *Publications*. For list of publications, write to U. S. Dept. of Agriculture, Office of Information, Washington 25, D.C.

Journal of Home Economics (monthly except July and August), American Home Economics Association, 1600 Twentieth Street, Washington 9, D. C.

Practical Home Economics and Teacher Edition of *Co-ed* (eight months of school year), Scholastic Magazines, 33 West 42 Street, New York 36.

Public Affairs Pamphlets, 22 East 38 Street, New York 16.

Science Research Associates Publications, 228 South Wabash, Chicago 4.

What's New in Home Economics (monthly except July and August), Reuben H. Donnelley Corporation, 305 East 45 Street, New York 17.

SOURCES OF AUDIO-VISUAL MATERIALS

Films and Filmstrips

Association Films, Inc. Regional Libraries:

Eastern Area, Broad at Elm, Ridgefield, N. J.

Midwestern Area, 561 Hillgrove Ave., La Grange, Ill.

Southwestern Area, 1108 Jackson St., Dallas 2, Texas.

Western Area, 799 Stevenson St., San Francisco 3, Cal.

Coronet Instructional Films, Coronet Bldg., 65 E. Water St., Chicago 1.

Cotton Council International, Box 9905, Memphis, Tenn.

Du Pont Motion Picture Distribution, E. I. du Pont de Nemours Company, Inc., Wilmington 98, Del.

Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.

General Foods Kitchens, 250 North St., White Plains, N. Y.

General Mills, Inc., Betty Crocker Film Library, 9200 Wayzata Blvd., Minneapolis 26, Minn.

H. J. Heinz Company, P. O. Box 28, Pittsburgh, Pa.

Household Finance Corporation, Money Management Institute, Prudential Plaza, Chicago 1.

Institute of Life Insurance, Education Division, 488 Madison Ave., New York 22.

McGraw-Hill Book Company, Text-Film Dept., 330 West 42 St., New York 36.

Meredith Publishing Company, Des Moines 7, Iowa.

Modern Talking Picture Service (Branches in many large cities), 3 East 54 St., New York 22.

National Safety Council, Inc., 405 Lexington Ave., New York.

Poultry and Egg National Board, 308 West Washington St., Chicago 6.

Sears Roebuck and Company, Consumer Education Division, Chicago 7.

Sewing Filmstrip Service (McCall's Sewing Filmstrips), 114 East 31 St., New York 16.

Sterling Movies U.S.A., 43 West 61 St., New York 23.

Swift and Company, Meat Films, Box 5405, Chicago 77.

United World Films, 1445 Park Ave., New York 29.

Walt Disney Productions, Education Film Division, Fairbank, Cal.

Young America Films, 18 East 41 St., New York 17.

ADDITIONAL FILMS AND FILMSTRIPS RECOMMENDED

UNIT I: YOU, A LIKABLE TEEN-AGER

Films:

Association Films.

Helping Hands for Julie, 26 min.

Variety of medical careers portrayed in pictures.

Summer of Decision, 29 min.

Considers careers in social work.

The Art of Gift Wrapping, Sd., Color, 21 min.

Step-by-step creation of lovely gift-wrapped packages.

The World Is Yours, color, 27 min.

Careers in retailing: selling, advertising, buying.

Coronet Films.

Who Should Decide? 11 min.

Decision-problems involving parental authority.

UNIT II: FOODS YOU LIKE AND NEED

Films:

Association Films.

Send-Off, Sd., Color, 12 min.

Use of evaporated milk in preparing round-the-world meals.

Sterling Movies.

Cheese Cookery,

Preparation of a variety of cheese dishes.

Jelly Jewels,

Modern jellymaking methods contrasted with grandmother's method.

What Makes A Good Salad Good,

Preparation of molded salads.

General Mills, Inc.

Beautiful Cakes.

Cooky Wise.

Fun with Frostings.

H. J. Heinz Company.

Song of the Salad,

Importance of salads in diet; preparation of salads.

Filmstrips:

General Foods.

Desserts in Color,

Preparation of gelatin desserts.

UNIT IV: LOOKING YOUR BEST

Films:

Coronet Films.

Making the Most of Your Face, 11 min.

Good health habits for facial beauty

Cotton Council International.

Cotton — Nature's Wonder Fiber, Color

The many ways cotton is used.

Du Pont de Nemours (E. I.) and Company, Inc.

Cavalcade of Fibers, Sd., Color, 22 min.

History of natural and man-made fibers; textile research.

Filmstrips:

Wool Bureau.

Visual Wool Educator

Series on wool and its use.

UNIT V: TEEN-AGERS AT HOME

Films:

Association Films.

There's Color in Your Life, Sd.

Color, 18 min.

Basic rules for home decorating; hints about color schemes.

TX 145 G818 1942 TCH-MAN- C-2
GREER CARLOTTA CHERRYHOLMES
1879-

YOUR HOME AND YOU
39676010 CURR HIST



000013769997

EDUCATION
CURRICULUM

775379
HISTORICAL
COLLECTION

TX 145 G818 1942 tch.man. C. 2
Greer, Carlotta Cherryholmes, S,
1879-

Your home and you :
39676010 CURR HIST R

CURRICULUM
EDUCATION LIBRARY

